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American Missionary Association

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JOS. K. BRICK AGRICULTURAL INDUSTRIAL  
AND NORMAL SCHOOL.

BY

PROF. T. S. INBORDEN.



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## JOS. K. BRICK AGRICULTURAL, INDUSTRIAL AND NORMAL SCHOOL.

PROF. T. S. INBORDEN.

The Joseph Keasbey Brick Agricultural, Industrial and Normal School, situated three miles from Enfield, N. C., on the Atlantic Coast Line Railroad, was organized by the American Missionary Association in the fall of 1895.



BREWSTER HALL—BOYS GOING TO DINNER.

The school was named in honor of Mr. Joseph Keasbey Brick, of New York. The name also indicates the order in which emphasis is placed upon the whole subject of Negro Education by its chief donor, Mrs. Julia E. Brick. No monument more

fitting could be built to the memory of her husband than this school.

Those who are most interested in the school must be congratulated on the fact that the American Missionary Association has direct supervision of the work. Their experience in Negro education for fifty years, and their daily contact with the vital problems of this country, as related to the various races, gave them an insight into the situation that only a few individuals and organizations can have. So we congratulate ourselves.

The school is typical in many respects. Its location is in the eastern section of the



BENEDICT HALL, BURNED FEBRUARY 5, 1904.

State where there are practically no schools except eight or ten weeks of public school. This section is the Black Belt of the State. Colored people are very much in the majority. They live on the large plantations, and are engaged in farming. Some of them, even unlettered, have accumulated large farms of their own. Strange to say, most of the farms owned by these people were once owned by their masters.

The mass of the colored people do not own their farms and do not educate their children. Their training has not been that way. One minister told me that he never encouraged his congregation to get homes and to educate their children, for those who did so would not support the gospel.

They were too "close fistet." This explains two very important facts: 1st. Colored people, unlettered, who own their own homes, do not take the lead in educating their children because they think their children should come along as well without an education as they themselves. They are usually trying



THE PRINCIPAL'S HOUSE.

to buy more land. They argue that they cannot spare the money.

2d. Those who have graduated from our best schools of the South do not support them as they should, not from lack of loyalty, but because they, too, are trying to get comfortable homes.

It is often said that it is useless to educate the Indian because he goes back to the war-dance and to the wigwams of the West to live the same old life again. This cannot be said of the Negro. Every educated Negro is trying to get a home and trying to have better things. He is interested in good government and good schools and everything that affects the interest of the community.

Five years ago, when the school began, there was a great deal of prejudice against it on the part of both races. One of our white friends told us recently that he thought it would be a "mess." His

contact had been only with the ruder elements of the race, and perhaps his prejudice was born of true conviction. This prejudice hurt the school very much, for the enrollment was only a few for several months, only one of whom lived in the immediate community.

The school owns one of the best farms in the State. While Enfield, the post office, is in Halifax County, the school is located in Edgecombe County. It forms the juncture of three counties, and is crossed by the Atlantic Coast Line Railroad.

When the school opened, the farm of 1,129 acres was almost a wilderness. Dikes had to be built along the creek for two miles to stop the overflow of water from our low grounds, thousands of feet of ditches had to be opened, fields cleared, bridges built, fences made for

stock, stagnant pools and surface wells filled, roads had to be built, trees planted, shelter for farm animals and buildings for school purposes had to be built. In fact, a beginning in everything had to be made. Old buildings impregnated with typhoid fever and other germs had to be absolutely destroyed to insure school conditions.



THE BARN.

The above cut is a representation of the barn with farm team in the foreground.

Several men lived on the place whose wives lived in one house and they, with their "hired cook," lived in another. We had to get rid of this kind of life also. We rebuilt, repaired and repeopled houses with people who would sign written contract not to engage in any act which was out of harmony with the spirit of the school, emphasizing especially acts of immorality and drunkenness. We had no trouble in finding the kind of men we wanted, who were glad to have such opportunities as we offered.

There are now seven renters on the farm. They pay as much rent now as they did before coming here, yet the conditions are such



that they can meet their bills promptly. Since they came here to rent most of them have bought their farm animals and farm machinery. They furnish their own provisions, that is, the school furnishes



A TENEMENT HOUSE.

nothing except land and advice. Their houses and yards are clean and neat, with flowers and other decorations. These families send about thirty-two children to the day-school. They are respected in the community and can get credit when they need it.

The illustration below is of a man and his wife who were bought and sold to several successive owners of the farm before the war. He says when "Mr. Linkum" sent him word that he was free that he decided to stay, as he had dug all the ditches and planted all the trees about the "big house." He is yet our neighbor. Recently he bought himself a home.

With few exceptions, all the school work is done by students. They have hauled the material for the buildings, raised all the corn consumed, and other feed for the farm animals. They provide the wood, haul the coal, do the janitoring, cultivate a large garden, care for the cows, do all the washing and house-cleaning, and do the cooking. From two to five thousand pounds of pork are killed yearly. Molasses cane and sweet potatoes form a very important part of the daily menu of the school; they are raised in great abundance. Peas and white potatoes are also raised. From



"TWO OLD SETTLERS."

two to four hundred gallons of canned fruit are put up every summer. Many of the mattresses now in use were made by the students. In the sewing-room about thirty-five dresses have been made by daily classes, besides other articles. In the manual training shop a good deal of practice work has been done in the way of making dormitory tables and keeping up ordinary repairs. This is done aside from the regular class-work.

More recently there has been added an aermotor power mill for pumping water for the various buildings.

A side track has been built for the school freight. We hope soon to have local accommodation by the passenger trains.

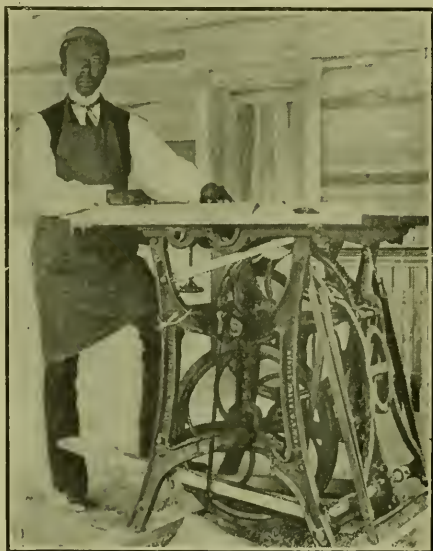
The enrollment of the school for the present year is 209, with over 100 in the boarding department.

Most of our students are very poor, and were it not for the opportunities here to work their way they would not be in any school. They undergo all sorts of hardships and privations to come. Several have walked over a hundred miles to attend.

Their purpose is all right. One boy says his highest ambition is

to be a better workman than anyone else. One girl says she wants to master the art of cooking and sewing so that she can teach these two branches in some industrial school.

A glance at our catalogue will show that we are



HAND WORK.



RECITATION HALL.



dealing with fundamental principles and primary conditions of life.

The only limitation to the growth of the school is a financial one to make it equal to any in the South of its kind.

The location is unique, only fifteen hours' ride from New York, and five hours' ride from Washington City, and that without change of cars.



FLOWBOYS.